

Ecological Literacy Studies Requirement
 Proposal form: DRAFT

Parallel to Multicultural Studies (with SLO language):

Courses that qualify to meet the Ecological Literacy requirement must satisfy at least six of the following goals and criteria. The emphasis for each course should be substantial and thematic rather than incidental or supplemental to a different focus. Please describe briefly in the space next to each standard why you feel that the course you are proposing does in fact meet the requirement; you may cite specific items from the course outline as justification.

Ecological Literacy Goals and Criteria

| Goals and Criteria | The course under consideration satisfies the criterion because... | Academic Council use ONLY |
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| 1. Investigate the origins of life on Earth and the principles of evolution. | | |
| 2. Evaluate specific contributions by ecosystems to the life and health of humans and other species. | | |
| 3. Develop and internalize a sense of place, or investigate the daily life of particular ecosystems, including sources of food and water for organisms, climate and geological factors and waste depositories or sinks. | | |
| 4. Analyze the history of conservation and the environmental movement, including evaluation of environmental impacts of legislation and economic policies. | | |
| 5. Diagnose relationships among equity, social justice and environmental issues. | | |
| 6. Critique and reframe perceptions of our role as humans in the larger community of life, including the impacts and implications of socioeconomic activities and globalization. | | |

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| 7. Apply the science and theory of integrated systems, networks and complexity. | | |
| 8. Characterize the realities of resource limits, carrying capacities, resilience and fragility in Earth systems. | | |
| 9. Recognize nature's intrinsic and aesthetic values, such as those embodied in art and literature about the natural world, and apply these as a means to understand the human condition. | | |
| 10. Develop a positive perspective on solutions to promote sustainability and regeneration of the planet's ecosystems. | | |
| 11. Practice personal discovery of the individual's place in a biologically diverse yet threatened world, including service learning that fosters connectedness to the local environment. | | |
| 12. Build sustainable practices in classroom activities, such as paperless documents, creative re-use of materials, or the use of sustainably sourced materials. | | |
| 13. Synthesize interdisciplinary perspectives on issues of ecology, environment and sustainability. | | |